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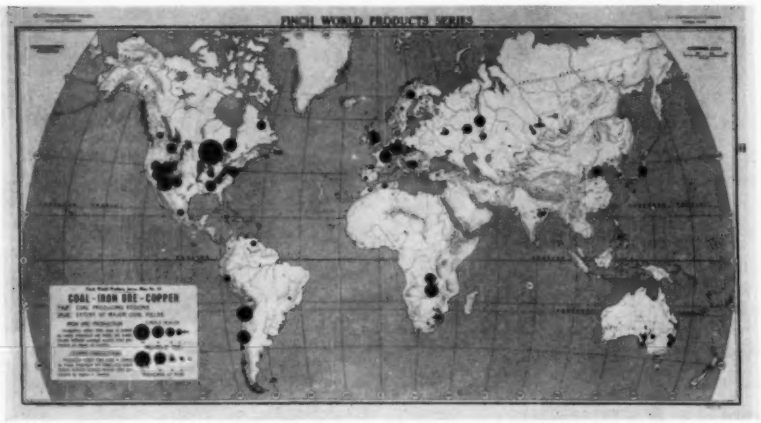

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IMPRESSIONS OF BELÉM, MANAUS, AND IQUITOS, AMAZONIA'S LARGEST CITIES*

ELIZABETH EISELEN
Wellesley College

"There is no question that as the population of the earth increases, the need to utilize the presently uncomfortable empty areas of its surface will give impetus to making them more suitable for supporting human life."[1] Belém and Manaus, Brazil, and Iquitos, Peru, the largest cities in Amazonia, are located in what is considered one of the "presently uncomfortable empty areas." Belém, on the right bank of the Rio Pará, is about ninety miles from the mouth of the Amazon. Manaus, a thousand miles upstream, lies on the left bank of the Rio Negro about twelve miles from the junction of its dark but clear water, with the muddy Amazon. Iquitos is approximately twenty-three hundred miles from the Atlantic on the left bank of the Marañon, the name for this portion of the Amazon. A visitor to these cities, however, may find it difficult to realize the problems involved in the settlement of Amazonia, because Belém has an estimated population of approximately 265,000, Manaus of 150,000, and Iquitos of between 60,000 and 70,000 persons. In late April and early May, 1955, when I visited them, I could not avoid the feeling that inasmuch as these cities and their activities have been developed in a tropical rainforest environment, there must be possibilities for still further development within the region as a whole.

Belém, Manaus, and Iquitos prospered as trading and rubber-shipping centers during the Amazonian rubber boom of the late 1890s and early 1900s. All three show evidences of this era in many of their buildings. The most famous is the multi-million dollar

* Presented at the Atlantic City Meeting of the National Council of Geography Teachers, November, 1956.

[1] A. Spilhaus, "Control of the World Environment." *The Geographical Review*, Vol. XLVI, No. 4 (October, 1956), pp. 451-452.

Manaus opera house which was built in Europe, dismantled, and reassembled a thousand miles up the Amazon. It is seldom used today altho many of the world's great opera and concert singers have performed there, including Brazil's currently renowned soprano, Bidú Sayão. In each city there are other less spectacular, but nevertheless colorful buildings, faced with tile brought from Portugal as ballast in freighters calling for the rubber.

Following the collapse of the rubber boom the Amazonian cities declined in importance altho they remained locally significant as trading centers. Some rubber and other tropical products continued to be gathered from the forests, but most people tended to dismiss Amazonia as "the land of the future, where the future never comes." Today, however, the future finally may be arriving. Most of Amazonia is still sparsely settled, but the three major cities and their industries are considered by many Brazilians and Peruvians to be examples of what can be accomplished. A few days spent in a city can result only in impressions, but on the basis of these I find myself agreeing with many of the more optimistic.

Belém

Belém is a governmental and trading center, for it has the dual function of being a state capital as well as a busy and well-equipped port of call for river boats, coastwise craft, and some ocean freighters. It is a collecting and shipping point for many products of the Amazon basin including cacao beans and rubber. Fishing craft are iced here before sailing to Atlantic fishing grounds. A variety of freight, for Belém and up-river villages and cities, funnels into the city.[2] The importance of the river is reflected not only in the docks, warehouses, and commercial buildings but also in the busy city market which is located on the waterfront.

Today the airplane also links Belém to the interior of Amazonia as well as the rest of the world. The airport is a stop on many transcontinental flights between eastern United States and South America. Twelve flights a week by Panair do Brasil connect Belém with Manaus. Three each way are by amphibious Catalinas which stop at Santarém and small river towns en route. The other three each way are Constellation flights between Rio de Janeiro and

[2] For further information on the freight handled in Belém as well as on other details of the Amazon Valley see F. A. Carlson, "Notes on the Amazon Valley." *The Journal of Geography*, Vol. LIV, No. 6 (September, 1955), pp. 277-286.

Manaus via Belém. The city has one of the chain of hotels operated by Pan American Airways in South America.

That Brazil is interested in greater development of Amazonia is evident at the Northern Agricultural Institute on the outskirts of Belém. Here various crops, including tree crops, which might be introduced into a tropical rainforest environment are grown on an experimental basis. Efforts are also being made to improve plant resources already found in Amazonia and to introduce new methods of agriculture. Experimental plantings of rubber trees, forage grasses, black pepper vines, and softwood trees for lumber were among those growing at the Institute at the time of my visit. The objectives are twofold: improved food supplies for the inhabitants of Amazonia and more varied and better resources for processing and export.

MANAUS

Manaus has the same governmental and trading function as Belém. It is a state capital, and the port with its long floating dock serves a large portion of Amazonia, being a port of call for river craft and ocean freighters. In addition to the air link with Belém, Manaus is connected by direct flights with southeastern Brazil and Georgetown, British Guiana. Scheduled and unscheduled flights out of Manaus penetrate more remote sections of interior Brazil, and for years there has been a weekly amphibious flight to and from Iquitos.

Manaus is currently proud of its industrial growth, which should not be evaluated in the total world picture but rather for what it means to Amazonia. Six rubber factories were in operation in 1955. Some of the rubber arrives as latex from small "plantations" near Manaus, the rest as smoked balls. The balls of rubber are cut into chunks and put thru series of rollers; the latex is coagulated. The result of both operations is sheets of rubber crepe which are dried, baled, and shipped to São Paulo where they are manufactured into tires and other rubber products. Most of these are for domestic consumption, but rubber overshoes from Brazil are now being advertised in the United States.

One of the commercial crops most recently introduced on a large scale into Amazonia, is jute. Some is now being grown near Manaus to which the dried and baled fiber is transported by boat. A modern factory opened in 1954 to manufacture twine and bags, the

latter primarily for shipping Brazil's coffee. In the spring of 1955 the factory was operating a night as well as a day shift. It was anticipated that production in 1955 might exceed seven million bags and that, within a few years, there would be a sizeable export of jute and jute products from Brazil.[3]

Other light industries based on regional resources or local needs are located in Manaus. They include a factory where wire is cut and shaped into nails; one where rows of women at long tables shell Brazil nuts prior to packing for export; a floating ice plant on the Rio Negro; and lumber mills. An oil refinery is in operation and beginning in late 1956 or early 1957 will be refining oil transported by barge from the Ganso Azul concession near Pucallpa, Peru. Samples of Brazilian oil from a test well on an island in the Rio Madeira, a tributary of the Amazon, were on display in Manaus durring my visit. To quote a headline in the March 12, 1956, issue of *The New York Times*, "Amazon Stirred by Dream of Oil."

Manaus with its much advertised Hotel Amazonas is endeavoring to develop a tourist industry. Sport fishing is said to be good. Trips via motor launch can be made to the "jungle" or, equally interesting to the geographer wishing to see rural development, small banana, jute, or rubber plantings, cattle grazing on what appears to be lush grassland, and possibly a small thatch-roofed factory where manioc root is being processed.

Iquitos

Iquitos in many ways is a smaller edition of Belém and Manaus, but in addition to looking eastward down the Amazon, it has ties by air and overland across the Andes with western Peru. Iquitos also is a regional capital and trading and shipping center, even serving as the upstream port for infrequent ocean freighters. Of increasing importance are recently developed industries for processing Amazonian plant resources. There are factories for the distillation of rosewood oil and the preparation of rotenone from barbasco roots, as well as lumber mills. The Astoria mill, one of Amazonia's most modern, is located near Iquitos to handle mahogany and cedar logs. Here, too, a small refinery is now in operation to refine Ganso Azul oil. In addition, as in Manaus and to a lesser extent

[3] "New Crop in Brazil." *Américas*, Vol. 7, No. 5 (May, 1955), p. 2.

in Belém, wild animals and birds are collected for export to zoos, pet shops, and laboratories.[4]

PROBLEMS, SOLVED AND UNSOLVED

Development of Amazonia has been handicapped by various factors, but Belém, Manaus, and Iquitos are proving that man can learn to live with the environment. The monotony of the climate can not be denied, but electric fans and even air conditioning have penetrated Amazonia. The airplane eliminates isolation. Sanitation and insect eradication programs are proving effective. Aside from mud or dust, depending on the weather, all three are clean cities, and I was impressed by the fact that insects were less evident than they are in Wellesley, Massachusetts, during the summer. In Manaus dinner was eaten nightly in a brightly-lighted, screenless room open to the outdoors on two sides. Only a moth occasionally flew in. In Belém windows have to be screened for comfort, but in Iquitos the benches along the waterfront promenade are occupied in apparent comfort each evening by young couples. Three nights in a screenless Iquitos hotel room netted three mosquitoes.

Other problems remain to be solved if Amazonia and its cities are to grow in importance. Unquestionably the potential value of many of the varied plant resources is still unrecognized. Conservation must not be neglected or the region will face repeated cycles of boom and depression. Furthermore, the vast expanses of unsettled tropical rainforest, over which one flies between the principal cities, emphasize one of the major handicaps to development of the region, namely, sparse population. Those who do live in the more remote areas have a subsistence economy based on primitive agriculture, hunting, and fishing. To quote Professor Carlson, "How to integrate these river folks into the growing economy of the Region is a major Amazonian problem."[5]

THE FUTURE

Man has shown his ability to settle regions when economic incentive is present. Consider the potential significance to Amazonia

[4] For more detailed information on Iquitos read E. Eiselen, "A Tourist-Geographer Visits Iquitos, Peru." *The Journal of Geography*, Vol. LV, No. 4 (April, 1956), pp. 176-182.

[5] *op. cit.*, p. 286.

of this single item, date-lined Rio de Janeiro, from the August 13, 1956, issue of *The Chicago Daily Tribune:*

> The government fermentation institute plans to experiment with the use of tropical fruits in making wine. Brazil has many fruits in its Amazon basin which are eaten inside the country but are virtually unknown outside. Few will stand shipping; so the only way to use them for export would be to make them into wine.

With Brazil and Peru encouraging colonization and development of the resources of Amazonia, its principal cities should continue to be examples of what can be done and to serve as centers from which development will spread. The future may not have arrived as yet in Amazonia, but when I visited them in 1955, Belém, Manaus, and Iquitos, with their activities, impressed me as being forerunners of that future and ready to profit from any expanding economy in this still largely undeveloped region.

TOWARD PHILIPPINE SELF-SUFFICIENCY IN FOOD THRU IRRIGATION

MICHAEL P. MCINTYRE
San Jose State College

Among the most favored of Oriental nations are those that are not forced to face up to the stark realities of too many people on too little land. All too often the ghost of old Thomas Malthus stalks the countryside with flowing beard and sweeping scythe, insisting on a balance between production and consumption. Death by starvation becomes commonplace, the penalty for allowing human fecundity to exceed that of the soil.

Effects of U. S. Trade

The Philippines ranks as one of these rare favored nations. With only 22,000,000 people on 115,000 square miles of land, over one-third of which is in crops or classed as potentially arable, there is little danger of famine or even serious want (Fig. 1). And yet, curiously, the Philippines has seldom in modern times been self-sufficient in its basic foodstuffs, especially rice. Instead, it has bent its efforts to produce certain specialized agricultural commodities for export, and with the profits has purchased a large part of its food from abroad: rice from Siam, Egypt, Ecuador, and Indochina,

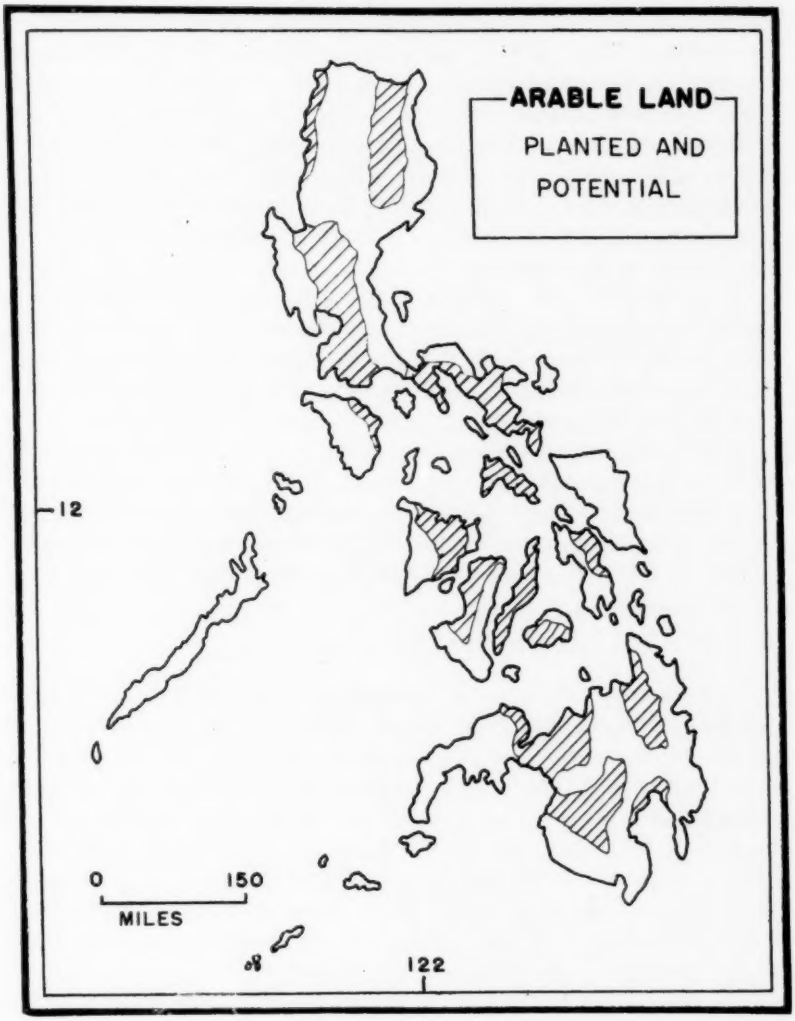

FIG. 1

and wheat flour, citrus fruits, and a great variety of canned foods from the United States. On the surface this would seem to be a perfectly legitimate arrangement. It has resulted in one of the highest living standards in the Far East. But it is built on a highly vulnerable foundation, a system of international trade virtually

predicated in its entirety on a preferential American market for its products. This cannot continue indefinitely, for the Philippines has been an independent nation since 1946, and one of the agreed-upon prices of independence was the eventual abolition of the artificially sustained United States market. So far the United States has continued to subsidize Philippine agriculture as in pre-independence days in order to allow it to recover from World War II devastation. But the whim of a United States Congress can cut off this aid at any moment.

Consequently, the present Magsaysay administration, in attempting to plan for the future, has decreed that a major effort shall be exerted immediately to produce enough of the basic foodstuffs to satisfy domestic requirements. The government does not envision a retrogression to a simple subsistance economy and a general abandonment of export crops. But any nation whose entire economy is subject to the vagaries of world trade, and especially the Philippines where certain dislocations are inevitable in the near future as it is forced to reorient its whole export pattern, self-sufficiency, if it is at all possible, is a solid form of insurance against disaster.

Means of Increasing Production

To accomplish this two chief avenues of approach are obvious, avenues which will not encroach on the land already dedicated to the export crops which, at the moment, are the source of national solvency. The first is to bring into production the not inconsiderable acreage of idle land which is today classified as potentially arable, i.e., horizontal expansion. However, most of this land is in Mindanao and its utilization involves the physical uprooting and moving of large numbers of people from the crowded farming regions of central Luzon or Cebu. A start has been made in this direction by the relocation of thousands of dissident Hukbalahaps from Luzon, and further progress is expected. But, this prying of a conservative agrarian population away from its traditional landholdings is not always simple, and neither is it cheap nor easy to convert raw land into productive paddies in a short time. Nevertheless, the government is pursuing this policy vigorously as a partial, long-range answer to the food problem of a rapidly increasing people.

The second means of approach is to intensify production and

increase the yield of farm land which is now in food crops, or vertical expansion. Primitive farming methods can certainly be improved by a sustained program of agricultural education and extension work, and can eventually greatly increase yields which have consistently been among the lowest in the Orient. But this too is a relatively long term project, and altho it is being attacked determinedly, will show results only gradually. One other method of increasing production, however, not only cheap and readily applied, but producing immediate results within one crop year, is pump irrigation. A pump program has been in operation for only three years and already its effects are strikingly apparent in both the regional and national frame.

Generally speaking, aside from the world-renowned Ifugao terraces of Mountain Province, irrigation has been practiced very little in the Philippines. Only in scattered locations where simple stream diversion has been possible has surface runoff been utilized to supplement natural rainfall in supplying water for rice paddies. And yet, since most of the Philippines suffers a distinct dry season, irrigation will allow the harvesting of a second crop of rice each year and often three harvests of corn and other crops with a relatively short growing season. In addition, in regions with no clear cut dry season, and during the wet season elsewhere, irrigation water may be applied at exactly the proper moment if adequate rains are not immediately forthcoming, thus assuring maximum yields each year. Obviously irrigation would be a boon to Philippine agriculture, but development costs have normally, in the past, been prohibitive. However, the new concept of Philippine government and United States assisted pump irrigation, applied widely at the local level, has shown that it can be extremely effective, and economical enough so that groups of small farmers can pay off the costs rapidly with profits from their increased yields.

ESTABLISHMENT OF PUMP UNITS

On October 1, 1952 the Irrigation Service Unit was created as the action agency of the Philippine Council for United States Aid and the Foreign Operations Administration (PHILCUSA-FOA), operating first under the Philippine Department of Agriculture and Natural Resources and later under the Department of Public Works and Communications. The Irrigation Service Unit is empowered to install pumps upon petition of the farmers, who must

submit an application signed by at least three-quarters of the landowners and tenants to be affected. A reconnaissance survey is then initiated by the I.S.U. to determine that at least 75 hectares (188 acres) of contiguous land is involved, that the soils and terrain are permissive of irrigation, that minimal transportation facilities are present, and that the water source is capable of supplying not less than 2,000 gallons per minute at all seasons and is free of harmful salts and toxic substances. These conditions being met, the applicants form an association which, upon installation of the pump and construction of canals, enters into contact with the I.S.U. for the purchase of the system. Payment at six per cent interest is spread over a ten year period in annual installments payable at harvest time of the regular season crop.*

This procedure clearly demonstrates that the development of pump irrigation in the Philippines is not a give-away program. It is officially labeled a self-help program and is designed to give the farmer a chance to work cooperatively for his own gain and for the good of the community. Despite some initial difficulties in convincing the farmer of the inherent benefits of cooperative action, the program has become increasingly popular. Average yields in 1954 were 45 cavans per hectare (36 bushels per acre) during the rainy season, well above the national average, and 40 cavans per hectare (32 bushels per acre) during the dry season where previously the fields had been fallowed. The net result has been more food for the nation, cash surpluses for the farmer, and a community spirit that has long been advocated but seldom achieved.

Over 20,000 hectares (50,000 acres) have been irrigated by 69 pump units in the period October 1952 thru 1954, and applications are running well ahead of installation capacity. Fifty-one of these are in Luzon, 17 in the Visayans, and 1 in Mindanao (Fig. 2). Many more sites exist that can successfully utilize pump irrigation, and there has been some speculation as to the possibility of tapping ground water as well as surface streams for irrigation surfaces. The Liberty Well campaign, a publicly-subscribed program to put down shallow wells in every Philippine village as a source of safe domestic water, has demonstrated that virtually all agricultural regions have high water tables.

* Dominidor Z. Rosell, "Two years of PHILCUSA-FOA Pump Irrigation Program in the Philippines." *Phil. Geog. Jour.*, Vol 3 (Jan.-Mar. 1955), p. 9.

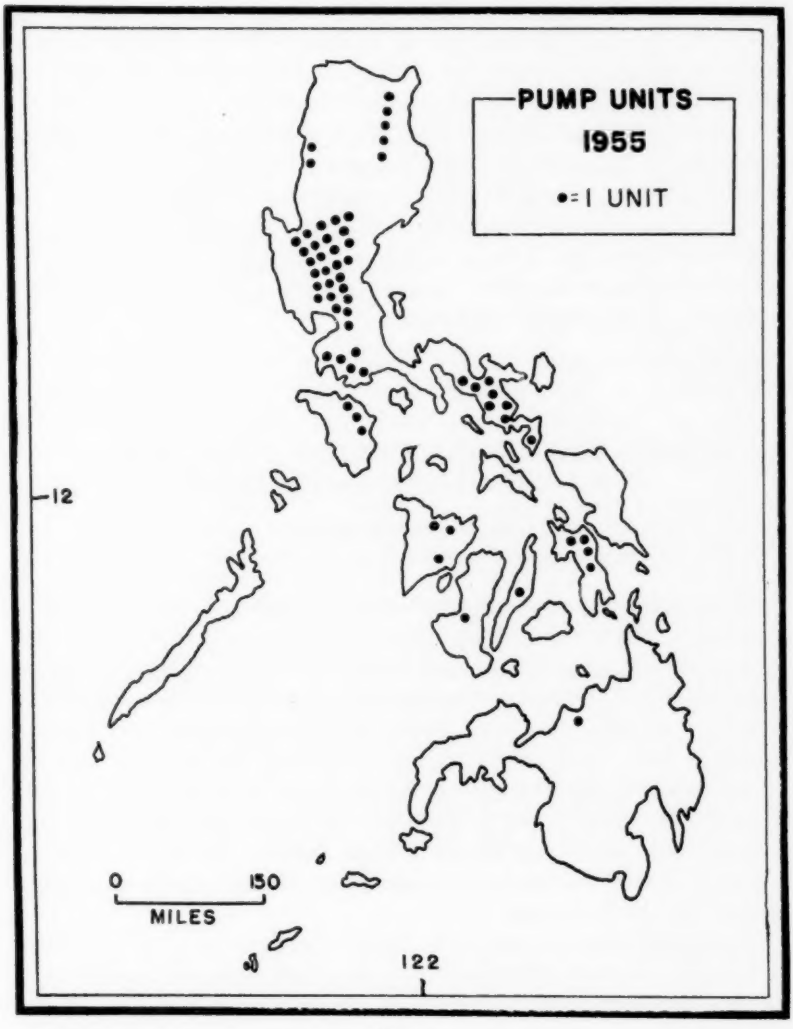

FIG. 2

CONCLUSION

In the little more than three years that the pump irrigation program has been in existence, the Philippines has reached self-sufficiency in rice for the first time in many years. This, of course,

should not be construed as proof positive that pump irrigation has been the missing element in self-sufficiency all thru Philippine history, but that it has been an important contributing factor is not to be denied. And the program is just beginning to grow. Pump irrigation plus the several other food producing schemes will all continue to increase in effectiveness in the years to come, and should not only emancipate the increasing population from dependence on foreign suppliers, but rice surpluses, a readily saleable item in the Far East, can aid in replacing the inevitable trade losses as the preferential American market for Philippine commodities is gradually withdrawn.

AN ALL-DAY EXCURSION THAT WAS BETTER THAN CHRISTMAS

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A second grade became interested in ways and means of transportation. The bulletin boards and the reading center were filled with pictures, toys, objects, and books which described the various ways of travel. One day the children read "A Little Girl Who Waved,"[1] which was a true story of a little girl who was given a free ride on a train and a trip to a big city, because she always waved to the conductor and the engineer as their train passed her home. It was during the reading of this story that the pupils expressed their desire to ride on a train and the teacher discovered that only three children in an enrollment of twenty-five had ever experienced such a trip.

No group activity can be a success without careful planning and ample preparation; therefore, two and one-half weeks were spent in preparing the children for the trip. With the help of the principal, plans were made to go by train from Johnson City, Tennessee to Bristol, a city which is located on the Tennessee-Virginia state line. This provided a train trip of thirty miles. In Bristol the children were to visit the second grade groups and have lunch at

[1] Gertrude Hildreth and others, *Along the Way*, The John C. Winston Company, Atlanta, 1951, pp. 75-100.

Fairmount School, which is in Bristol, Tennessee and to visit Kern's Bakery, which is located on the Abingdon Road in Bristol, Virginia. The group was to return to Johnson City by cars, which were driven by two teachers and two mothers. The teacher and the principal planned such details as the following:

1. Permission for the trip and its activities was secured from: 1) The ticket agent at the Southern Railway Station; 2) The manager of Kern's Bakery; 3) The principal of Fairmount School; 4) The parents of the children.
2. Cars and helpers were secured for the transportation in and from Bristol.
3. Insurance was purchased for each person making the trip.
4. Photographic materials were purchased so that the trip could be photographed in every detail.

Much teacher-pupil planning as well as teacher-principal planning went into the trip. The teacher and the children planned and enjoyed such activities and experiences as the following:

1. Bulletin boards were artistically arranged with pictures and materials concerning trains and bakeries. These were used for many class discussions.
2. Many stories were read for the children by the teacher. These were very helpful: 1) *Going Places;*[2] 2) *Food for Everyone;*[3] 3) *Mr. Bread Loafer;*[4] 4) *On the Railroad;*[5] 5) *Choo, Choo;*[6] 6) *The Little Train;*[7] 7) *The Little Engine That Could;*[8] 8) *Big Wheels! Little Wheels!;*[9] 9) *Baker Bill.*[10]
3. Many books and stories were read silently by the children.
4. Many stories were read orally by the children for the entire group.
5. Many stories were written by the children.
6. Charts were planned and written by the teacher and the pupils.
7. Letters were written to the parents and the helpers by the group and by individuals.
8. Maps were studied in order to locate: 1) The states—Tennessee and Virginia; 2) The cities—Johnson City, Bristol, Bluff City, Watauga, Abingdon, and Piney Flats; 3) Counties—Washington, Sullivan, and Carter in Tennessee; and Washington in Virginia; 4) The rivers—Watauga and Holston; 5) The roads—Southern Railway, Bristol Highway, and Abingdon Road.

[2] Paul R. Hanna and others, *Someday Soon,* Scott, Foresman and Company, Atlanta, 1948, pp. 88-146.

[3] *Ibid.,* pp. 56-86.

[4] Eunice K. Crabtree and others, *Under the Roof,* The University Publishing Company, New York, 1949, pp. 43-49.

[5] Robert S. Henry, *On the Railroad,* The Saalfield Publishing Company, Akron, Ohio. 1949, pp. 1-21.

[6] Virginia Lee Burton, *Choo, Choo,* Houghton Mifflin Company, Boston, 1937.

[7] Lois Lenski, *The Little Train,* The Oxford University Press, New York, 1940.

[8] Watty Piper, *The Little Engine That Could,* The Platt & Munk Company, Inc., New York, 1930.

[9] Jene Barr, *Big Wheels! Little Wheels!* Albert Whitman & Company, Chicago 6, 1955.

[10] Jene Barr, *Baker Bill,* Albert Whitman & Company, Chicago 6, 1953.

9. Filmstrips were studied and enjoyed. These were excellent: 1) *How Bread Is Made*;[11] 2) *Tommy Takes a Train Trip*;[12] 3) *Working on the Railroad*;[13] 4) *Going Places Safely by Rail*;[14] 5) *Railroads and the Clothes We Wear*;[15] 6) *Railroads as Buyers*.[16]
10. Many pictures and illustrations were drawn by the children.
11. Arithmetic activities and problems were used in connection with time, miles, money, etc.
12. Vocabulary was enriched by the study and use of many new words.
13. Many recordings were enjoyed, such as: 1) *The Little Engine That Could*;[17] 2) *Real Train Sounds*;[18] 3) *Three Little Trains*;[19] 4) *Down by the Station*.[20]
14. *The Teacher's Kit*;[21] (used by the teacher and the pupils for general information for bulletin board displays, and for class discussions).
15. Appropriate behavior and courtesy were discussed.
16. Songs were taught by the music teacher. These were enjoyed: 1)*Shopping*;[22] 2) *Muffin Man*;[23] 3) *Traveling*;[24] 4) *Choo Choo Train*.'[25]
17. Stories, books, and pictures were supplied by the school librarian.
18. Poems were used for choral reading. The following poems by James S. Tippett were excellent: 1) *Engine*;[26] 2) *Trains*.[27]

The day of the trip dawned clear, beautiful, and spring-like. Excitement was high! The teacher was a little "shakey" when the moment of departure arrived and she fully realized her great responsibility; even tho, the parents had given their permission and insurance for the entire group had been secured. The children were carried in cars to the Johnson City Railway Station, by the mothers and teachers who helped with the trip. The principal and the classroom teacher accompanied the pupils on the train.

The train trip offered the following experiences:

1. Each child purchased his own ticket.
2. The children met and talked with the ticket agent, the station manager, the train detective, and the baggage man.
3. They explored the waiting room.

[11] Stillfilms, Inc., 35 S. Raymond Avenue, Pasadena 1, California.

[12–16] Association of American Railroads, Transportation Building, Washington 6, D.C.

[17] Capitol Records, Inc., Sunset and Vine, Hollywood 28, California.

[18] Columbia Records 799 Seventh Avenue, New York, New York.

[19] Young People's Records, Inc., 100 Sixth Avenue, New York 15, New York.

[20] Record Guild of America, Inc., 1407 Broadway, New York 18, New York.

[21] Association of American Railroads, *Teacher's Kit, Railroad Transportation*, Association of American Railroads, Washington 6, D.C., 1942.

[22] Osbourne McConathy and others, *New Music Horizons, Second Book*, Silver Burdette Company, Chicago, 1944, p. 3.

[23] *Ibid.*, p. 72.

[24] *Ibid.*, p. 85.

[25] *Ibid.*, p. 85.

[26] Association for Childhood Education, *Sung Under the Silver Umbrella*. The Macmillan Company, New York, 1935, p. 85.

[27] *Ibid.*, p. 86.

I hope we go to Bristol. We have to get our own tickets by ourselves. Miss Burns is very kind to us. We may go next week.

Wiley Keller

A "BEFORE-THE-TRIP" STORY

WORDS TO SPELL	
train	station
trip	railroad
Johnson City	helpers
Bristol	conductor
Tennessee	engineer
Virginia	bakers
Kern's Bakery	
Keystone School	
Fairmount School	

PEOPLE WHO WILL HELP US	
Mr. Price	conductor
Mrs. Price	engineer
Mrs. Muse	ticket agent
Miss Burns	porter
Miss Keys	parents
Miss Hunt	baker
Miss Baumgardner	

"BEFORE-THE-TRIP" CHARTS

4. They saw a mail car loaded.
5. They saw baggage prepared for loading.
6. The station manager and the train detective conducted the group thru the train. They entered thru the Pullman and traveled thru the diner and the club car to the day coach.
7. On the train the children met and talked with the conductor, the porter, and other passengers.
8. They noted many sights of interest along the way.

In Bristol the group was met at the railway station by the principal of Fairmount School, a photographer from the *Bristol Herald Courier*, and the mothers and teachers who had taken the children to the train in Johnson City. The experiences enjoyed in Bristol were the following:

1. The group explored the train station, compared it with the station in Johnson City, and checked the train schedules.
2. The children motored to Fairmount School where they enjoyed: 1) A physical education period with the second grade groups; 2) A nourishing lunch; 3) An interesting reading lesson with the second grade group.

In the afternoon the group traveled to Kern's Bakery in Bristol, Virginia. Arrangements had been made for the visit and the guide

was waiting for the children. He understood small children and his friendly, helpful manner won "the heart" and the attention of every child immediately. He conducted the group thru the entire bakery and the children were privileged to see the following in this sequence:

1. The small oven where cakes were baked.
2. "Light-Bake Soft Rolls" shaped and put into pans.
3. The flour storage where these facts were learned: 1) Each bag of flour weighed one hundred pounds; 2) Flour aged at least three weeks after it arrived at the bakery; 3) The flour came from Red Wing, Minnesota. It traveled by boat down the Mississippi River and up the Tennessee River to Knoxville, Tennessee, where trucks picked it up and carried it to the Kern's plant; 4) Eighteen bags of flour are loaded, unloaded or stacked at one time by a "high-lift."
4. The blender and the sifter where they discovered that: 1) Two or more brands of flour are combined in order to make better bread; 2) The "Gyro Sifter" sifted the flour eight times.
5. The mixers mixed the sponge and they learned that: 1) The ingredients are mixed four minutes; 2) Each batch of sponge weighed eight hundred pounds.
6. The sponge poured from the mixer into a large metal trough.
7. The "Fermentation Room" where they discovered that: 1) The room had a constantly controlled temperature of 80°F.; 2) The sponge was left in the room for a period of four and one-half to five hours; 3) The sponge fermented, swelled, and filled the trough; 4) A large thermometer checked the temperature of the sponge in each trough.
8. The second mixing where they learned that: 1) Additional ingredients were added to the sponge, and it was mixed for a period of ten minutes; 2) This mixture was called "dough."
9. The operation of the scaler and the rounder where the dough was scaled and shaped into the right size to form a loaf of bread.
10. The pieces of dough carried by conveyor belt from the rounder to the overhead proofer where they remained for a very short period in order to soften.
11. The moulder where they learned that: 1) Each piece of dough was flattened in order to press out hundreds of tiny gas bubbles; 2) Each piece was automatically rolled up into loaf form and dropped into pans.
12. "French Bread" shaped into loaves and put into pans.
13. Pans of dough placed in the proof box for a final proofing of one hour.
14. Pans of "Light-Bake Soft Rolls" placed in the oven.
15. The "tunnel" oven where they learned the following facts: 1) The oven was one-hundred feet long; 2) The pans of dough traveled on a slow-moving hearth for twenty-five minutes thru the oven and emerged as pans of bread; 4) The oven temperatures ranged to 450°F.
16. The "Light-Bake Soft Rolls" cooled and wrapped.
17. The trucks where the children: 1) Counted and inspected the trucks; 2) Walked inside a huge trailer-truck.

As a climax to the visit the children were presented with booklets containing pictures and stories about the bakery, a small five-cent cake, and a miniature loaf of bread. The only disappointment of the entire trip was the fact that no bread was sliced, wrapped

or loaded on the trucks while the group was in the bakery. The joys and thrills of the trip were perfectly expressed by one little boy who said at the end of the day's journey, "It was better than Christmas!"

The following culminating and evaluating activities gave proof of a most successful excursion:

1. Many class discussions gave opportunities for sharing and questioning.
2. More stories were read for the group by the teacher. These included: 1) *Trains Today;*[28] 2) *The Wonder Book of Trains;*[29] 3) *The First Book of Trains;*[30] 4) *Two Little Trains;*[31] 5) *The Little Train That Won a Medal;*[32] 6) *The Train to Timbuctoo.*[33]
3. Reviews and comparisons were made of the filmstrips which had previously been used.
4. Many stories were written by the children.
5. Experience charts were composed by the teacher and the children.
6. "Thank-you" letters were written by the children to all who helped with the excursion.
7. A visit was made to another second grade group in order to tell them of the trip.
8. Printed materials which were given the children by the station manager and the baker were used for further discussions. These included: 1) *The Story of a Loaf of Bread;*[34] 2) *A Trip Thru the New Home of Kern's Bread;*[35] 3) *The Students' Kit, Railroad Transportation.*[36]
9. The game "Question Box" was enjoyed and such questions as the following were used: 1) How long was the oven? Answer: One hundred feet; 2) How many loaves of bread can be baked in an hour? Answer: Five thousand; 3) How many hours does it take to make a loaf of bread? Answer: Nine and one-half hours.
10. Pictures and illustrations were drawn of the outstanding experiences.
11. A party was planned and given for parents and friends; so that, the pictures, slides, and experiences of the trip might be shared.
12. Invitations to the party were written by the children.
13. Gifts were bought and presented to the helpers of the trip.
14. Maps of Tennessee and the United States were studied and reviewed.

[28] Maria Ellen Johnson, *Trains Today,* The Charles E. Merrill Company, Columbus, Ohio, 1939.

[29] Lisa Peters, *The Wonder Book of Trains,* Grosset & Dunlap, New York, 1952.

[30] Campbell Tatham, *The First Book of Trains,* Franklin Watts, Inc., New York, 1948.

[31] Margaret Wise Brown, *Two Little Trains,* E. M. Hale & Company, Eau Claire, Wisconsin, 1949.

[32] Darlene Geis, *The Little Train That Won a Medal,* Grosset & Dunlap, New York, 1947.

[33] Margaret Wise Brown, *The Train to Timbuctoo,* Simon and Schuster Company, New York, 1951.

[34] *The Story of a Loaf of Bread,* Continental Baking Company, Home Economics Dept., 630 Fifth Avenue, New York 20.

[35] *A Trip Thru the New Home of Kern's Bread,* Kern's Bakery, Bristol, Virginia.

[36] *The Student's Kit, Railroad Transportation,* Association of American Railroads, Washington 6, D.C., 1954.

On Our Trip We Saw	
stations	cities
trains	children
cars	teachers
schools	bridges
Kern's Bakery	birds
Fairmount School	trees
Highways	fields
Railroads	buildings
Rivers	bakers

We Shall Draw
Keystone School
Johnson City Station
Bristol Station
Fairmount School
Kern's Bakery
a train
cars
our helpers
children

"After-the-trip" Charts

I liked the trains. You can eat on the trains. You can read on the trains. You can sit on the trains.

Judy Adkins

An "After-the-trip" Story

Our Train Trip

We are going to Bristol on a train. The name of the train is the Tennessean. We are leaving Johnson City at 9:19 A.M. next Wednesday. We are to arrive in Bristol at 10 o'clock.

Our Visit to Kern's Bakery

We went to Kern's Bakery in Bristol, Virginia.
It was a big place.
We saw many bakers.
We saw big machines.
We saw bread made.
We saw many trucks.
We had a good time.

Samples of Class Stories or Experience Charts

The teacher's evaluations concerning the experiences connected with the excursion were determined by the following points of development in each child:

1. A greater appreciation for all community helpers.
2. A better understanding of the importance and usefulness of transportation.
3. A better understanding of the importance and work of factories that supply food.
4. A realization that many helpers are needed to provide clothing, food, and shelter—"One can do nothing alone."
5. Better habits of courtesy and behavior.

6. Better habits and skills in reading, writing, and spelling.
7. An understanding of the many uses for numbers in everyday activities.
8. A primary understanding of the use of maps.
9. Better usage in oral and written English.
10. Better self-expression by means of art and writing.
11. A greater appreciation for schools, teachers, parents, and friends.

From these experiences this classroom teacher concluded that any teacher can give children the joys and thrills of a worthwhile excursion. The only necessities are careful planning and preparation before the trip, the help and cooperation of an interested principal, a sufficient number of dependable helpers for the trip, and an extra amount of *faith*. Then at the end of the day's journey, the teacher can say with the little boy, "It *was* better than Christmas!"

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MAKING EFFECTIVE USE OF CURRENT EVENTS IN A HIGH SCHOOL GEOGRAPHY CLASS

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The teaching of geography at the high school level can be made vital and alive by using current events. Current news in geography will supplement a geography course in a most effective fashion, serving as a welcome enrichment to the textual material. By effective use of current materials, we can help to prepare young citizens in high school to look at today's world, to know it, to understand it, and to live intelligently in it.

CURRENT EVENTS MATERIALS

Teaching current events requires that students have good materials. In selecting current materials to be studied, we should take into account the needs, interests, and abilities of the student, the importance of the current events themselves, and their relation

to the subject matter of the geography course. There are many excellent materials prepared for high school students which present the news of the day with the geographical factors and influences. For instance, periodicals such as the *National Geographic Magazine,* the *National Geographic Bulletin, Current Events, Our Times, Every Week, American Observer, American Reader, Scholastic,* and *Focus* present pertinent geographic information. They aid greatly in building the relationships between geography and news events and in building geography skills. Newspapers, adult periodicals, and other supplementary materials are very useful sources too. Information concerning current happenings can be provided by radio and television, by news programs, over the sound system, by bulletin board displays, and by pen pal letters. Letters from students living in other parts of the world help to maintain interest in what is happening in other lands. Obtaining good current event references for the classroom is only the first step. Students need to be given many opportunities to look up information and a few drill exercises in order to acquaint them with the types of information each reference contains. The following exercise can be very helpful in teaching students to analyze a current event for its geographic content. Select a current event that is related to a unit of work and duplicate copies of the article for the entire class. After the students read the article, have them list all the cultural items, mentioned in the article, in one column and all the natural items in a column opposite the cultural items. Draw arrows from the cultural items to the related natural items. This exercise will not only help the students see the geographic relationships, but it will aid them in evaluating current events for their geographic significance.

The Use of Maps, Graphs, Statistics, and Pictures in Studying Current Events

If we are to understand current events, we need to do more than follow the news and read about events as they happen. We must do some fact finding relating to the event in order to see the relationships and understand what is going on and why. The use of maps, graphs, statistics, pictures, and other geography tools of learning can be of great importance in understanding developments in a region and extending the meaning of the current events we use.

Maps give us the geographic setting of an event as well as many kinds of facts which help us to understand the people and the local

and regional problems they must face. When we use maps with news materials, we must do more than learn the names of places concerned in an event. The geographic background of the region is essential also. We should go behind the news and study the cultural and natural elements of the environment of the region. In order to help students get the most from maps in following the news, list in tabular form the various kinds of information which may be gained from maps on the chalkboard or on a chart (the chart may be made in the art class). The following list will be helpful:

Cultural Items

1. Density and location of the population.
2. Economic activities involved.
3. Available means of transportation.
4. Commerce and other world relations.
5. Cities concerned in the event.

Natural Items

1. Location of event and size of area involved.
2. Weather and climate.
3. Topography of the area.
4. Natural resources that play a part.
5. Important waterbodies and land areas.
6. Relationship of the region to other concerned places.

Different items of the environment will be involved with each problem studied. Therefore, when making preparations to study a current event, the students should check over the list of cultural and natural items and decide which facts will help to understand the event better. Then locate the maps needed and summarize the facts. The first time maps are used with current events the teacher and the class should work together. Later on the work may be done by individuals or by committees.

Graphs and statistics throw a lot of light on the developments in the news also. Facts about the people, race, or religion, standard of living, skill as workers, exports and imports, amount of available farmland, and methods of transportation may be gathered from graphs and statistics. Thru graphs, the relationships between several different factors can be readily seen and easily compared. Furthermore, trends in development over a period of years can be seen. Information such as this can often explain why the people think and act as they do.

Pictures, which are a substitute for the actual landscape, can be used to give an accurate concept of the people, landscapes, and

activities of the region under discussion. Thru the study of pictures, students are able to observe the cultural and natural items and their relationships as well as the similarities and differences between regions.

With the use of maps, graphs, statistics, and pictures, current events are placed in proper perspective and the little known facts become important. Students need to be given many opportunities to use these tools of learning and a few practice sessions in order to acquaint them with the types of information each tool can give to interpret the current event.

SUGGESTED PROCEDURES AND ACTIVITIES

There are a number of possible ways of using current events. The methods we use, however, should fit our classroom situation at a given time. The following suggestions may be helpful:

1. The class discussion approach is an excellent way for all class members to participate in current events.
2. Committees may be responsible to report on topics that are related to the unit of work in geography.
3. Individual or group notebooks may be made with current events after the class disscusion.
4. Draw up a brief summary of the main points of an article. This may be done by a committee or by the class as a whole.
5. When current events are related to the unit, some periods may be devoted to panel discussions.
6. Make a bulletin board display. Use a world map as the center of the display and place current event clippings around the map. Locate the area mentioned in the event on the map and connect it with the clipping by means of colored string or ribbon.
7. Summarize important geographic events for publication in the school paper.
8. Use current events as supplementary material in solving problems that arise in the development of a unit.
9. Brief daily reviews of news developments may be given at the beginning or end of the class period.
10. The setting aside of a class period for teaching current affairs has long been a common practice. A weekly current events paper is used frequently with this method. Current material should tie in with the geography unit.
11. Discuss an article before asking the students to read it. Discuss its significance, define any terms which may be difficult, and relate it to the unit of work.
12. Current events may be used to introduce a geography unit. For example, news about the oil situation in Saudi Arabia, Iraq, and Iran could be used to introduce a unit on the Near East.

FILING CURRENT MATERIALS

Much of the current events material used in geography is entirely too valuable to throw away after it has been read. Clippings,

pamphlets, maps, pictures, and other current materials may be useful for supplementary reading and for the research work of the students. Therefore, it should be filed and kept for future use. The maintaining of current events files can contribute much to the enrichment of the study of geography. If filing cases are not available, filing boxes which can be stored on shelves are satisfactory. It is not necessary to file materials in complicated catagories in order to find a particular item quickly. One way would be to file the articles under continents and regions. By using student committees, it is possible, thru proper organization, to maintain current material files without bogging the teacher down with time consuming work. This activity will provide the students with worthwhile experience in the handling and evaluating of various types of materials.

Conclusion

The scope of today's citizenship problems at home and in our world community makes it necessary for our young people to understand the current world. They must know how to learn about the problems and the alternatives for their solution. The effective use of current events in our geography classes will provide our students with current information, attitudes, understandings, and skills which are basic to intelligent living in our modern world.

SOUTH TEXAS: INTERCULTURAL GATEWAY

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For more than a thousand miles the northern boundary of Mexico extends from the Pacific to the Gulf. On either side stretches an expanse of territory of relatively uniform culture extending northward to the Arctic and southward to Cape Horn. In the Eastern Hemisphere there is hardly to be found such a sharp dividing line separating half a planet into two cultures that are unlike in language, standard of living, and way of life. Here is one of the unique cultural boundaries of the world.

For more than a century this striking contrast has existed and has grown more extreme with the passing of time. However, rapid transportation and communication are now bringing about many changes in the cultural landscape. How long can this major cultural

boundary continue to function as a cultural dam, with dissimilar people on each side? Goods, people, and ideas may be expected to move thru this curtain in increasing volume.

A CULTURAL ISTHMUS

This movement is actually taking place, but the largest part of the traffic is concentrated at one end of the boundary, in South Texas. Instead of developing equally all along the border, this travel and commerce is mostly in a rather restricted corridor in the Lower Rio Grande Valley. Here is where the boundary dips farthest southward. If we look at a map of the distribution of population in North America it will be observed that the coastal plain of South Texas, extending across the Lower Rio Grande, affords the shortest route between the heavily populated areas of central Mexico and populous eastern United States. This alley is the narrowest part of the desert belt here that is at a low elevation. And the corridor barely lies east of the famed one-hundredth meridian of longitude, border of the large well watered and densely settled eastern half of our nation. Thru Laredo and Brownsville moves most of the highway, rail, and air traffic. Here is an overland route joining two of the world's largest cultural expanses. In contrast to this joining by land, it may be recalled that in the Eastern Hemisphere, populous cultural centers such as those of China, India, Indonesia, or western Europe are joined with each other by sea. The Soviet Union is joined to other centers by land, but hardly by a short squeezed overland pathway such as that in South Texas.

The average standard of living is much lower south of this cultural boundary, providing a practical motive for many persons to migrate, legally or not, across the barrier thru the nearest and easiest route of access. This has happened increasingly since 1910, with most of the entrants arriving in South Texas rather than at other points along the culture curtain, and fanning out from there to the entire United States; and most of the immigrants entered illegally. Until 1955, "wetbacks," or illegal entrants (typically across the Rio Grande) poured into the United States in many thousands per year. Recent efforts of the United States Immigration and Naturalization Service's Border Patrol have effected increasing control of the "wetback" influx.[1] The growth of migratory

[1] *Down in the Valley,* Texas State Federation of Labor, Austin, Texas, 1955, free pamphlet.

farm work has provided the occupation that is dominant among our Mexican-American residents, especially in South Texas. Here, along the Rio Grande from Del Rio to Brownsville, seasonal farm work is the main occupation of the Winter Garden and the Magic Valley.[2] Irrigation with water from the river, and from wells in some places, is practiced. South Texas is the place of origin and the hub of the problems of widely scattered Spanish-speaking people in the United States. Routes of migratory farm workers have radiated from the Rio Grande Valley to many other states.

A Site of Social Stress

What changes has all this brought to South Texas? In the most populous county of South Texas, Hidalgo County, the conditions that were found are indicated in the following brief table:

Socio-Economic Conditions[3]

	Hidalgo County	State of Texas
Per cent of Population Born in Mexico and over 21 Years of Age	Over 50	5
Per capita Annual Income	$200	$650
Average House Rental	$4	$50
Most Frequent Cause of Death	Diarrhea	Pneumonia
Years of Schooling of Majority of Persons	None	Over 9 yrs.
Per cent of Population that Do not Speak English	67	11

As indicated in this table, some of the extreme conditions found in the locality include the lack of an Anglo-American background, low income, poor housing, unsanitary and unhealthful living conditions, poor diet, a low educational level of attainment, and a lack of understanding of English. This is not the Texas of old; this is a picture of cultural indigestion, with one-sixth of the state's people set apart as aliens, altho they are permanent residents of the United States and their children are United States citizens.

If conditions can be improved a substantially increased market will exist for products of local merchants.[4] Many of the people send their savings "back home" to Mexico, forming a total of several

[2] The present article is based upon the writer's study, "The Relation of College Programs of Community Services to the Needs of the Spanish-Speaking People," Ph.D. dissertation, The University of Texas, 1956, 317 pp.

[3] Based upon *The United States Census*, 1950; *The Texas Almanac*, 1956; and a three-year unpublished survey by a team from The United States Public Health Service.

[4] Sam Leifeste, "One Million Latin Americans," *Texas Business Review*, Vol. 29, December, 1955 (report of a doctoral dissertation).

million dollars each year. The market for goods in the area is far less than it would be if the buying power of the people were the equal of the rest of the state and of the nation.

PROSPECTS

Generation after generation, these people continue in migratory farm work with the same poor living conditions, decidedly worse than among Texas' Negro population. The people remain socially isolated, the butt of prejudice. Farmers depend heavily upon this low-paid stoop labor.[5] Here is another problem of acculturation, like that of other unassimilated minority groups. Or is it just another minority? Perhaps here we are faced with the broader problem of the relation of our nation to our neighbor nations, with their masses of people, far to the south.[6]

Many organizations, public and private, seek to initiate action to bring about improvement among the Spanish-speaking citizens of South Texas. So far, the impasse remains a stubborn one. The five colleges in the area are developing programs of community education, and this may help in the emergency. New informal educational community services of the colleges help to apply knowledge to unique local conditions. Examples are demonstration clinics, special days, and forums. The college programs for the most part have ignored the local acculturation needs. The uneven, uncoordinated beginnings that have been made in the college community-service programs here can be extended as time goes on. The federal government has made valuable studies of the situation, and some state agencies are helping in various ways. For example, The Good Neighbor Commission of Texas, organized by the state government, is helping to establish useful community programs.

Indifference to the situation is one of the chief difficulties. We should not lose sight of the international and national importance of this pathway of a world movement; what we have here is the main point of contact of two of the most extensive civilizations on earth. This may be a bottleneck in which are focussed the social pressures of a hemisphere. As time goes on, and as the Pan-American Highway nears completion, it should be interesting to see what

[5] G. Lloyd Collier, "The Lower Rio Grande Valley of Texas; Some Problems of an Irrigated Area," Master's thesis in Geography, University of Nebraska, 1954, p. 106.

[6] Carey McWilliams, *North from Mexico,* 1949, p. 286.

happens in South Texas, a strategic spot in the adventure of inter-American acculturation.

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FIELD WORK IN COLLEGE GEOGRAPHY

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Introduction

At the District of Columbia Teachers College, geography is now a part of general education. This new position of geography within the curriculum called for new adjustments, in purposes, subject matter alignments, and the like. Unique among the adjustments is the field observation program. The purpose of this paper is to describe the program and the conditions which brought it into being.

Organization of General Geography

Two courses in human geography are offered in the Freshman year. A student may choose geography or history to fill the twelve semester hour requirement in social studies for general education. Human Geography I is geo-centered and Human Geography II is anthropo-centered. While the role of natural phenomena is emphasized in course I, there is no attempt to limit the societal role to course II. As Dr. Scarfe, of the University of British Columbia has suggested, it might be well to reverse the order.[1] At any rate, field experiences at present emphasize natural conditions first and human adjustments second in course I; the reverse is true in course II.

Basic Considerations

Defining general education as that part of education to which every student should be exposed and which every American should

[1] N. V. Scarfe, "Geographic Education and Teaching Method," The Journal of Geography, February, 1956, p. 66.

have, the geography faculty considered the role of geography in general education, for an entire year. It was stated in different ways, but the trend of thinking can be summed up as follows:

1. Modern transportation facilities have made the world extremely mobile. In a lifetime most Americans will travel far afield; therefore, every student should be able to read and interpret the physical and social landscape.
2. The demand for the intelligent participation of Americans in national and international affairs is increasing. Every student must have a geographical framework for understanding and solving socio-economic and political problems.
3. The District of Columbia Teachers College is held responsible primarily to produce teachers for the District of Columbia. Geography teachers and teachers of geography must know something of how geographers select, assemble, and interpret data if the teaching of geography is to be improved and made more functional.

There were other considerations. In the curriculum of the former Miner College, geography was not offered until the second year. Often choices had been made in major and minor subjects by this time. Frequently, choices were made during attendance in high school. Here again geography suffered as practically none is taught on this level in the nation's capital. The placing of geography in the general education program gave it a "place in the sun" beside the well-established and time-honored subjects. This constituted a real challenge and a real opportunity. How to give it status; how to attract students of real ability; how to develop abiding interests in the field? The answer had many implications.

Field trips were not novel in geography teaching in the former colleges but limited primarily to advanced classes.[2] In view of the total picture, it appeared that an organized field program for the introductory work seemed to suggest one part of the answer to the challenge.[3]

Organization of the Field Observations

The field experiences here described are the outgrowth of five years of reconnaissance work and excursions on the Appalachian Plateau and the Atlantic Coastal Plain over which Washington, D.C. spills. The larger trips have been worked out co-operatively among members of the department.

[2] Miner and Wilson Teachers Colleges were merged in 1955 to form the District of Columbia Teachers College.

[3] Organized field work in the college curriculum:

a. Teacher Education: *Monroe, Encyclopedia of Educational Research*, p. 502.

b. Liberal Education: Joseph Van Piper, "Teaching of College Physical Geography," The Journal of Geography, October, 1952, pp. 292-296.

In adjusting the program to the wide scope of the subject matter to be taught, the immaturity of the learners, and the administrative requirements, several principles of planning evolved:[4]

1. An understanding of areal relationships in the home base should precede all others.
2. Field trips should generally increase in complexity of experience and in areal distance.
3. Units of study should be so organized as to permit maximum use of the longer daylight seasons and periods of good weather.
4. Field trips should follow the formal study of the subject matter unit.
5. With some latitude only one phenomenon should be introduced at a time.
6. In developing skill in reading the landscape, the following steps should be taken:
   a. Orientate the student to the proposed itinerary by way of good detailed map. (map-areal association)
   b. Point out the phenomenon to the student and have him consider reasons for its being there. (observation of phenomena)
   c. Have the student record what he has seen on either a map or in notes. (photograph) (recording of phenomena)
   d. Assist the student to see how his recording fits into a larger areal pattern and to understand the meaning of the arrangement of things in space. (generalization)
7. Details of the trip should point up clearly the major concepts to be understood and factors that affect the distribution.
8. Where possible, excursions should be scheduled for non-school days in order to avoid interference with attendance in other classes.
9. The field program should climax in an analysis of the techniques of regional study and a compages analysis of one region.

Bearing in mind that prospective teachers who are exposed to this type of training will be more inclined to use such techniques than those who have not, it was decided to re-enforce subject matter with methodology. At the beginning of each semester, the steps necessary to any observation are mastered and the classes are organized into groups for field observations.[5] Field trip personnel is elected and the steps are repeated several times during the year. All finances are prorated and student handled.

As the accompanying chart shows, this program consists of eight observations. Five are scheduled for the first course and three for the second. These are spread over ten units of study. Four of these are in Course I and six in Course II.

[4] Arthur Doerr, "Some Observations on Teaching Geography and the Training of Geographers at a College or University Level," *The Journal of Geography*, September, 1955, p. 299. Mr. Doerr presents a fine framework of sequential geography instruction.

[5] An article by N. R. Diffenderfer In *The Journal of Geography*, January 1955, pp. 113-114, treats this phase of preparation well.

CHART OF OBSERVATIONS

COURSE I—Natural Phase	*Approximate Mileage*	*Unit of Study*	*Key Purpose*
1. The Naval Observatory	7	Mathematical Geography	Human use of astronomical phenomena
2. The Weather Station	11	Atmosphere	Importance of atmospheric conditions to human
3. The Mineralogy Division of the Smithsonian Institute	4	Lithosphere	Recognition of common rocks and their importance in surface conditions
4. Coastal Plain and Plateau Washington, D.C.	44	Lithosphere	Understanding physical conditions of home base and human occupation
5. Appalachian Plateau, Blue Ridge and Great Valley	206	Lithosphere	Rock Structure, Human Occupation, and Use
COURSE II—Societal Phase			
6. The Chesapeake Bay Area	300	Primary Economic Industries	Utilization of Forest, Fisheries, and Minerals
7. Manufacturing in Washington, D.C.	30	Secondary Economic Industries	Agriculture, Manufacturing, Commerce and Trade, and Animal Husbandry as Industries associated with the Distribution of Population
8. Atlantic Costal Plain, Piedmont Plateau and the Piedmont Lowland	330	Role of Culture and Regional Analysis	The salient features of the Plateau and the Plain and the Interaction of Nature-made and Man-made Phenomena and People

FIELD TRIP I

The Naval Observatory, 34th and Massachusetts Avenue, N.W.

The purpose of this excursion is to offer an opportunity to look thru a telescope, enrich information already acquired that relates to the earth as a heavenly body, and to point up the human use of astronomical phenomena.

The home base offers splendid opportunities for orientating geographical study largely because of historical accident. In his plans for the Federal City, Major L'Enfant placed its "hub" right out on the coastal plain. The 17th century river port of Georgetown began along the edge of the Plateau. Since the capture of the colonial town by the Federal City, Washington, D.C. has sprawled out in all directions over these two major physiographic realms.

Originally, the Naval Observatory was located near the edge of the plain. Because of atmospheric conditions, the area around Washington, D.C. does not offer the best conditions for observations. In 1893, the observatory was moved to higher ground up on the Plateau. Time signals were first sent out in order that navigators might check their chronometers before leaving harbor. Now the signals are used as a basis for standard time used in the United States, checking chronometers, determining longitude for precise map-making and surveying, and making gravity determinations by means of which minerals and oil are located. Radio monitoring stations use the signals in checking the frequencies of transmitting stations, telegraphic services for time, and seismologists use them in co-ordinating earthquake records.

Using 1: 15,000 city road map, students make a sketch map on which they locate the border zone of the two physiographic realms, the present and former sites of the observatory. On the quadrangles of Washington, D.C., they note the elevations of the two sites, the elevation of the school, and other points of interest.

At the tower, the tour and the look into the telescope, the explanations of the construction and the use of the telescope are handled by an astronomer. The lecture in the time-service room is given by one of the specialists in this area. The trip is made at night and the students arrange for their own transportation. The follow-up is oral, led by the instructor in which high points of the unit are reviewed and students generalize on the historical development of man's conquering of astronomical space and uses made of the knowledge.

Field Trip II

The Weather Station, National Airport

In connection with the study of the atmosphere, a trip to the National Airport Weather Station aims to give firsthand acquaint-

ance with the scientific instruments used to measure atmospheric conditions and to offer an opportunity to see how weather data are collected, charted and interpreted.

The trip is made in cars. A guided tour by one of the forecasters includes the charting rooms, procedures, instruments and importance of weather forecasting to aviation. This office also tapes the information for the local telephone service. The follow-up consists of reading a few simply constructed weather charts, and oral discussion led by the instructor.

FIELD TRIP III

Mineralogy Division of the Museum of Natural History
Smithsonian Institute

This excursion is designed to assist students to recognize some of the more common rocks and rock formations found on the earth's surface. Rock formation and disintegration can be seen along with erosional processes. Some idea of the basic features of the physiographic provinces of the United States can be gleaned from pictures along the walls.

With the aid of mimeographed sheets, students examine the displays and the illustrative materials for details. The follow-up consists of a discussion based on lists of rock classifications and landscapes underlain by them. Students arrange for their transportation individually.

FIELD TRIP IV

An Itinerary over Coastal Plain and Plateau
Washington, D. C.

The purpose of this trip is to further acquaint the student with geographical conditions of the home base by observing its physical landscape and noting general features of its occupance.

Using a map of 1: 15,000, the itinerary is sketched on a background of two realms along with the border zone, the Rock Creek Park. The Washington quadrangles are consulted for significant information on the location of gravel pits, mines, and quarries. Basic differences between the two realms are pointed out in the road cuts, soils, stream adjustments and dominant vegetation. The use of building materials in the early buildings and later ones is pointed up and explanations sought for such use. Differences in human use are generalized upon in the follow-up, including con-

trasts between the use of the Fall Zone in Washington, D.C. and other Fall Line cities. Where classes of more than twenty-five are involved, a commercial bus is used. Fewer than that are handled in private cars.

Field Trip V

Blue Ridge Mountain and Great Valley Itinerary

This itinerary covers the Piedmont Plateau, the Blue Ridge Mountains, and the Great Valley with the aim of affording the opportunity to observe rock formations, erosional processes at work, and human occupance of these regions.

This tour is essentially the same as that taken by the International Geographical Congress in 1952 and planned by Dr. K. J. Bertrand of Catholic University. It offers a variety of experiences with a variety of physical and societal conditions. A sketch map of the intinerary is made showing the subdivisions of the realm and their underlying bedrock. On top of Sugar Loaf Mountain, a monadnock, the topographic sheet is studied. The act is repeated at the Potomac Water gap at Harper's Ferry.

The follow-up is a map and a description of the itinerary showing the contrasts in human use of the Frederick Valley, Appalachia, and the Great Valley.

Field Trip VI

The Chesapeake Bay Area

This excursion aims to give an opportunity to observe stages of vegetation development on the Coastal Plain and the use made of natural resources in the development of forest industries, fishing, and agriculture. Students are expected to pick out the combination of factors that produce human agglomerations in particular places.

This field trip begins the work of Course II. It is most important to elementary majors as this is a center of concentration in the social studies program of the elementary curriculum. The major agricultural regions of the eastern and western shores are sketched on a base map of Maryland roads. The underlying causes for the differences between the tobacco growing of the western shore and the truck gardening of the eastern shore are sought. Visits are made to packing plants, tobacco warehouses, poultry hatcheries, and forest reserves. Relics of former occupance and present farming activities are noted in the architecture. Stages of vegetation

growth are noted for the coastal plain as a whole as conifers represent the vegetation climax of its soil. The follow-up consists of a short paper and map. The trip is made on a commercial bus.

FIELD TRIP VII

Manufacturing in Washington, D.C.

This activity points up the problems and principles involved in assembling raw materials, production and distribution of commodities.

Manufacturing in Washington does not present a well-defined distributional pattern as it is limited to production for metropolitan Washington. The consumption of most of its manufacturers takes place within a radius of a few miles from the nation's capital. These manufactures are almost entirely limited to food and building materials. They offer, however, a wonderful opportunity to point up the importance of large water supplies for industrial activity, the importance of location near transportation facilities, and the need for a market. Few raw products are found in this area that are important to manufacturing. It offers also, a fine opportunity to show how disadvantages, such as competition and the growth of corporations, change the distributions in manufacturing establishments. The Georgetown area is largely one of abandoned manufacturing sites.

The follow-up is an oral discussion led by the students and the trip is made in a commercial bus.

FIELD TRIP VIII

Itinerary Across the Atlantic Coastal Plain, Appalachian Plateau, and the Piedmont Lowland

This trip points up the influence of culture as a geographic factor. Students are expected to pick out relationships between man-made and nature-made conditions, interpret their meaning, and select the salient features that characterize the respective regions.

Preparation for the final excursion begins at the opening of the semester. Each student chooses an area of intensive reading from eleven topics: vegetation, minerals and mining, landforms, climate, etc., and reports on at least six selected readings. Committees are formed in this order and each committee prepares a description of

its phenomena as they apply to the itinerary to be made. Appropriate maps accompany each description. All contributions are bound into a manual which is used for the field trip. Some special topics are prepared such as: architectural types of homes and barns, churches, protestant diversity in Pennsylvania, and a treatment of the plain people of Pennsylvania.

The follow-up consists of an appraisal of the Appalachian Plateau and the Coastal Plain as regions. Emphasis is placed on the salient features of the areas that give them distinction. Generalizations are sought that point up the meaning of combinations of people, man-made features, and natural features.

Conclusion

The scope, the aims, and the methods of the field programs are suited to the purpose of general education, the college, and the field of geography. Introduction to the study of geography is made on a first-hand study of the home base; in that, the program is unique.

A thoro appraisal of the program has not been made and the faculty of geography has made none as a body. The program has been in operation only one year; adjustments are being made to new needs and findings. However, student appraisals have been obtained in two ways: informal observation and written evaluation. As to informal observation, it has been noted that quite often it is impossible to accomodate all applicants. Attendance is not compulsory and field trips are made on student time and expense. Enthusiasm appears to be real and interest genuine. Those who go "just for the ride" seem to be in a definite minority. Rapport among students and teachers is more difficult to obtain in a day school such as ours than in a campus one. The program has done much to close this gap.

In the way of written evaluations, two sections in Course II were asked to review a copy of aims of the course and express to what degree these aims were realized. No mention was made of the field program. Despite that, fifty-eight per cent mentioned that the field trips had aided in realizing the aims of the course. On the basis of the theoretical two hours of preparation for every hour of class attendance, it was calculated that these students spent one-fifth additional time in the preparation and execution of the field experiences. It appears, therefore, that the course was made about fifty per cent more effective by the program.

GEOGRAPHICAL PUBLICATIONS

Otis W. Freeman and Howard H. Martin, Eds. **The Pacific Northwest**—An Over-All Presentation, 2nd Ed. John Wiley & Sons, Inc., New York, 1954. xvi and 540 pages with 116 plates, maps and index. $8.50.

The second edition of *The Pacific Northwest,* published in May, 1954, resembles the earlier edition in that it is a presentation of numerous geographers and others interested in the region. The editors have been fortunate in their selection of well-qualified authors to handle each of the 27 chapters of the book. The present edition will undoubtedly maintain the standing of the earlier publication as a primary source of information on the Pacific Northwest. It is well-written and well-balanced in its choice of material and discrimination has been exercised in the selection of topics. The book is inclusive without being cluttered; exclusive without omission of important detail.

There are several variations in the content and make-up of the second edition. A new chapter has been added on modern economic history. The material on forests has been split into two chapters, each prepared by a different author. Four chapters of the first edition have been consolidated into two. Numerous new maps and photographs appear in the revised text. The new edition is not on glossy paper thruout, and as a result photographs are grouped in the back of the book instead of being scattered thruout the text. Raisz' map of Landforms of the Northwestern States, found in the back pocket of the first edition, is not included in the present book.

The second edition is divided into five rather than six parts. Part I deals with Changing Human Adjustments, and the first chapter deals with Population Patterns, a chapter which in the previous edition ended that volume. In addition to material on Indian Life in the Pacific Northwest and material on explorations, political adjustments and settlement, Part I also includes the new chapter on modern economic history. Part II again deals with the Physical Environment; Part III with Exploitation and Conservation of Natural Resources. The Problem of Soil and Moisture Conservation which appears in the first edition is included in the materials now dealt with in two separate chapters—Soils and Their Conservation, and Water Resources and Their Development. Part IV again is devoted entirely to agriculture; Part V includes a discussion of Urban Development as well as Industry and Commerce. Chapter 27 dealing with Urban Development in the Northwest is organized somewhat differently in this edition, with the urban patterns of parts of the region begin emphasized. It appears to be an improvement.

The reference material concluding each chapter is present again in this edition, as well as an excellent and useful index.

As Freeman and Martin point out in their Preface, in the decade that has elapsed since the first edition, many changes have taken place in the Pacific Northwest. That the revision of the book, incorporating these new changes was necessary, cannot be doubted. The present edition appears to be an accurate and detailed summary of these changes and portrays the region at the present time. The book is readable and interesting, and is a valuable contribution to the growing regional studies of the United States.

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Alfred Gregory. **The Picture of Everest.** E. P. Dutton & Co., Inc., New York, 1954, 91 pages, 8½ x 11 inches, $10.00.

The Picture of Everest contains forty-three full-page color photographs of the lovely country of Nepal and the highest mountain in the world. The pictures have been selected by Alfred Gregory, a member of the 1953 British Everest Expedition, from the hundreds of color photographs taken by the Expedition members. A large number of the pictures

in the book were taken by Gregory himself, a keen and expert photographer of mountain scenery. Each photograph is explained on the opposite page in clear and eminently readable text.

The photographs are arranged chronologically from the "start of a journey" at Katmandu to the "summit" of Everest and provide an excellent pictorial record of a successful enterprise. The pictures take one, in fancy at least, across the colorful Kingdom of Nepal, over Himalayan foothills, thru rhododendron forest, over high passes with wonderful vistas of the Himalayan snows stretching across the horizon, to Khumbu, the homeland of the Sherpas, and the cold ruthless beauty of Everest.

The special problems of taking pictures at high altitudes in frost, often delicately balanced on difficult ground, with a murderous wind blowing, and a heavy load on the back and an oxygen mask on the face have been mentioned by Gregory at the end of the book. In view of these difficulties Gregory and his associates deserve praise for the excellent quality of the pictures published in this book. The photographs of Nepal valley, Namche Bazar and Thyangboche are highly striking. The end cover contains a chart of the ascent from the base camp to the summit.

P. PRASAD KARAN

Patna University, India and the
University of Kentucky

Lester E. Klimm, Otis P. Starkey, Joseph A. Russell, and Van H. English. **Introductory Economic Geography.** Third Edition. Harcourt, Brace and Co., New York, 1956. 730 pages. $7.50.

In the Foreword, the publisher's geography editor, Dr. J. Russell Whitaker, states that "Economic geography courses vary and no teacher wishes to be bound by an arbitrary outline. Yet every course and every teacher needs a wide range of materials, organized for ready use—readable and informative text matter, accurate and skillfully prepared maps, statistical tables, clear and accurate charts, graphs, and other illustrative materials . . . this (textbook) contains a full measure of those ingredients . . ."

Of more than 700 pages, approximately 145 are devoted to a study of maps and physical geography (effectively slanted toward human use significance), 70 to principles of economic geography, 250 to a topical (industry) treatment, and 240 to major economic regions. Altho length is about the same as principal competitive texts, its organization stands in marked contrast to the dominantly topical approach of Renner-Durand-White-Gibson (1951), Jones-Darkenwald (1954), Smith-Phillips-Smith (1955), and Bengtson-VanRoyen (1956) or the regional of Dicken (1955).

Of the four sections I found the one on principles of economic geography the most interesting. Particularly valuable are the chapters "Manufacturinng—a Creator of Wealth" and "Cities—Economic Control Centers."

If length and organization satisfy one's needs, there probably can be little disagreement with the editor's evaluation. The text is a genuine contribution to our teaching material.

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Admiral Lord Mountevans. **The Antarctic Challenged.** John de Graff, Inc., New York, 1956. vi and 247 pages with photographs and index. $4.50.

The upsurge of popular interest in the Southern Continent is due mainly to the international scientific studies to be carried out there in connection with the Geophysical

Year 1957-58. As a result many nations are, by international agreement, manning stations both around the perimeter and scattered thruout the interior even including the South Pole itself. The United States is taking a very active part in these arrangements and advance reconnaissance has already led to establishment of over-wintering parties at two historic locations, one at McMurdo Sound and the other near the former site of Little America, some hundreds of miles to the east. Both sites played a dramatic part in the assault on the South Pole, successfully carried out by a Norwegian party under Amundsen, and a British party under Scott almost a century ago. The author of this attractively written history of antarctic exploration was a young Naval officer, a member of the latter. And he was no ordinary member. He was captain of the "Terra Nova," the Newfoundland sealer which carried the Scott party south, and was the last man to turn back when the five man sledging party, led by Scott, set out on their fateful journey to the Pole. As is to be expected, the work of British expeditions forms an important part of *The Antarctic Challenged*, but explorers of other nations are certainly not neglected. There are accounts of the work of D'Urville, Wilkes, the pioneer American explorers of a century ago, Amundsen, Mawson of Australia, and, of course, Byrd and those associated with him on his many large scale antarctic expeditions. The book makes no attempt to be comprehensive, but it gives a remarkably complete story from the days of Nantucket whalers to an international expedition organized by Norway, Sweden, and Britain which completed its work in 1952. To anyone interested in polar exploration *The Antarctic Challenged* is a "must," and to teachers who will be confronted with the need to provide a sound geographical and historical background to the news stories which will soon be pouring from the printing presses it will serve as indispensable first aid. There is a good bibliography, an index, a useful locational map, and there are some very beautiful photographs.

TREVOR LLOYD

Dartmouth College

Frances Carpenter, **Our Homes and Our Neighbors.** American Book Company, 55 Fifth Ave., New York 3, 1956, 192 pages. $2.32.

This is an excellent book to be used at the third grade level, to emphasize the essentials in home geography. The book is divided into three parts. Part One makes the reader live with Daniel and Penny Adams thru the exciting times of the Indians and the early pioneers. Comparisons and contrasts of homes, clothing, ways of living, as well as of pioneer school, travel and transportation are presented.

Part Two introduces the reader to Jack Wood and his cousin Ann. Jack's home was in the settlement of Rivertown of the early 1900's and Ann's home was on a farm far away from Rivertown. The Rivertown of the 1900's appearing very old-fashioned to the child of 1956 even tho much progress had been made in the preceeding century. This presents an excellent picture of the beginning of the machine age and how it changed the white man's own way of life.

In Part Three the children learn about their own community, its natural resources, products, transportation, homes, foods, clothing, etc. This part is given in outline form which can be as fully developed as the teacher desires.

The illustrations in both color and black and white sketches are very good because of their simplicity.

PAULINE SCHLECHTY

South Side School
Whiting, Indiana

Kenneth B. Cumberland. **Southwest Pacific.** McGraw-Hill Inc., New York, and Whitcombe and Tombs Ltd., New Zealand, 1956. xvii and 365 pages with maps, illustrations, three appendices, and glossary. $6.50.

In the words of the author, "this book is designed to make available . . . an objective geographic account of the territories of the Southwest Pacific. . . . An attempt has been made to keep the story as simple as possible and suitable for classroom use, without making the book obviously and exclusively a school text." The reviewer believes that the author has succeeded in both aims. In regard to the second aim, the book is written in such a simple straight forward style that senior high school students can read it with profit.

The author devotes 21 pages to The Setting; 27 pages to The People; 76 pages to Australia; 47 pages to Australia's Pacific Neighborhood; 74 pages to New Zealand; 65 pages to New Zealand's Pacific Neighborhood; and 10 pages to Prospect and Retrospect. Three appendices of 24 pages include a chart of the territories of the Pacific World; a table of trade statistics for the Southwest Pacific; and an explanation of the photographs.

The book stresses human geography, especially the economic phase. This may be noted from (1) reading the text, (2) from studying the 99 well chosen clear photographs, most of which portray economic geography; and (3) from an examination of the 93 maps, over half of which are geonomic and all of which carry the message, the author wishes to convey, in a simple manner.

The book is readable from the standpoint of information, interest, and easily legible printing.

EARL B. SHAW

State Teachers College
Worcester, Massachusetts

Stewart Perowne. **The One Remains: A Report from Jerusalem.** E. P. Dutton & Co., Inc., New York, 1955. 192 pages with index. $5.00.

"The One Remains" deals with the resettlement of Palestinian Arab refugees in Judean villages. It also presents descriptive historical surveys of Arab Jerusalem outside the Old City, Old Jerusalem's gates, and the Walled City itself.

Organization of the volume could have been improved. There is no table of contents, and chapter headings are not topical. Altho well-illustrated with photographs, the book lacks adequate maps of the topography, villages and boundaries.

Of special interest to geographers is the discussion of the armistice demarcation line around Jerusalem. Waste frontier in some sectors, a demilitarized "island" along Mount Scopus, a narrow line elsewhere, it stands as a sad reminder of how political boundaries can cut rational patterns of circulation, and put land and buildings into disuse.

Parts of this book are marred by an obvious anti-Israel attitude, despite the author's professed aim of "excluding politics." Its essential value, however, lies in the description of efforts by Mr. Perowne and others to alleviate human suffering by resettling Arab refugees. The program succeeded because the refugees agreed to it in advance, and then built their own homes. The pilot villages, initiated in 1952 with private contributions, were Rafat-Al-Zayim (on the Mount of Olives' eastern slope), and Al-Mansur (east of Betheny). Several others have since been built around Hebron and Jerusalem by Jordan's Ministry of Development.

Altho only a few hundred persons have been resettled, this program's approach to the refugee problem illustrates the advantages of planning *with*, not *for*, refugees.

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GEOGRAPHICAL PUBLICATIONS RECEIVED

Henri Metzger. **St. Paul's Journeys in the Greek Orient.** Philosophical Library, New York, 1955. 75 pages with maps, photographs and bibliography. $2.75.

This fourth volume in the *Studies in Biblical Archaeology* is translated from the French by S. H. Hooke. The author lived in the Near East and travelled along the routes of St. Paul.

T. Walter Wallbank. **Man's Story, World History in Its Geographic Setting.** Scott, Foresman and Co., Chicago, 1956. 768 pages with maps, photographs, cartoons, reading lists, audio-visual aids listings and index. $4.48.

This revised volume is for use in world-history classes at the high school level. Nine full-color maps are bound into the front of the book which also includes end-of-chapter study aids and review materials.

Alfred J. Wright. **United States and Canada, A Regional Geography,** 2nd Ed. Appleton-Century-Crofts, Inc., New York, 1956. xviii and 590 pages with maps, tables, photographs, bibliography and index. $7.00.

This revision involves new maps, charts and illustrations as well as textual rewriting and makes use of the most recent statistical data. Part One, General Economic Activities, includes agriculture, mineral resources and industries, manufacturing, and commerce; Part Two covers the Geographic Regions of Continental United States; Part Three, Geographic Regions of Canada, Alaska and Hawaii; and Part Four, Prospect.

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GEOGRAPHICAL PUBLICATIONS RECEIVED

Norbert Casteret. **The Descent of Pierre Saint-Martin.** Philosophical Library, New York, 1956. xi and 160 pages with photographs, maps and index. $4.75.

Translated from French by John Warrington, this is a story of the exploration and final conquest of the vast cavern of Pierre Saint-Martin in the Pyrenees.

Raymond F. Bellamy, Harrison V. Chase, Vincent V. Thursby and Sadie G. Young. **A Preface to The Social Sciences.** McGraw-Hill Book Co., New York, 1956. vii and 532 pages with illustrations, charts, tables, readings and index. $6.50.

This high school text is written by a sociologist, geographer, political scientist and economist and is intended to meet a two-fold educational need: general education for those whose specialty is not in the social sciences and a foundation for further study in any of the social science fields.

George Kish, ed. **An Introduction to World Geography.** Prentice-Hall, Inc., New York, 1956. 634 pages with maps, photographs, bibliography, glossary and index. $7.95.

This volume by thirteen authors presents the regional approach to geography. It is divided into nine parts: Anglo-America; Latin America; Europe; The Soviet Realm; Monsoon Asia; The Near East; Africa; Australia, New Zealand, and the Islands of the Pacific; and The Polar Lands.

F. T. Wainwright, ed. **The Problem of the Picts.** Philosophical Library, New York, 1956. xi and 187 pages with maps, illustrations, references and index. $6.00.

Historical, archaeological and philological methods are brought together in this study on the historical Picts.

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C. Jay Smith, Jr. **The Russian Struggle for Power: 1914-1917.** Philosophical Library, New York, 1956. xv and 553 pages with bibliography and index. $4.75.

This study of the war aims pursued by Tsarist Russia and the Russian Provisional Government between 1914 and 1917, suggests that one of the keys to Soviet imperialism in the 1940's was the revival of these same war aims.

André Parrot. **Nineveh and the Old Testament.** Philosophical Library, New York, 1955. 95 pages with illustrations and bibliography. $2.75.

This book is concerned with the relationship between the Kingdoms of Israel and Judah and the Assyrian empire as revealed by the discoveries archaeologists have made in Nineveh and in the surrounding region.

Geoffrey Trease. **The Young Traveler in Greece.** E. P. Dutton & Co., Inc., New York, 1956. 191 pages with illustrations and index. $3.50.

Another in the Young Traveler Series, this American Edition is edited by Margaret Hodges.

Geoffrey Trease. **The Young Traveler in India and Pakistan.** E. P. Dutton & Co., Inc., New York, 1956. 191 pages with illustrations and index. $3.50.

This American Edition of one more volume in the Young Traveler Series is edited by Elsie E. Church.

Henry Field. **An Anthropological Reconnaissance in the Near East, 1950.** Peabody Museum, Cambridge, Mass., 1956. Vol. XLVIII, No. 2. ix and 138 pages with maps, appendices, references, tables and index. $2.50.

Areas covered are Syria, Iraq, Iran and the Persian Gulf.

Michal Janiszewski. **Map of Poland.** Centralny Urzad Geodezji I Kartografii, Warsaw, 1955. Scale 1:2,000,000; size 17″ x 20″. Embassy of the Polish People's Republic, Washington 9, D.C.

Bradford Smith. **With Sword and Pen.** Aladdin Books, New York, 1956. 192 pages with illustrations. $1.75.

This elementary supplementary reader tells about The Adventures of Captain John Smith, and is in the American Heritage Series.

Electra Clark. **Wildcat, The Seminole.** Aladdin Books, New York, 1956. 192 pages with illustrations. $1.75.

Another in the American Heritage Series, this supplementary reader at the elementary level describes the Florida War between the Americans and Seminoles.

William O. Steele. **De Soto: Child of the Sun.** Aladdin Books, New York, 1956. 190 pages with map and illustrations. $1.75.

De Soto's search for gold is related in this elementary supplementary reader, one in the American Heritage Series.

William A. Breyfogle. **Wagon Wheels.** Aladdin Books, New York, 1956. 192 pages with illustrations. $1.75.

This story of the Great National Road, which goes between Baltimore, Maryland and Vandalia, Illinois, is one more of the elementary supplementary readers in the American Heritage Series.

G. A. Tokaev. **Soviet Imperialism.** Philosophical Library, New York, 1956. 73 pages with map. $2.75.

The book describes military and political strategy; army, navy and air forces; military training; welfare and morale of troops with an assessment of the strengths and weaknesses of the Soviet forces in action.

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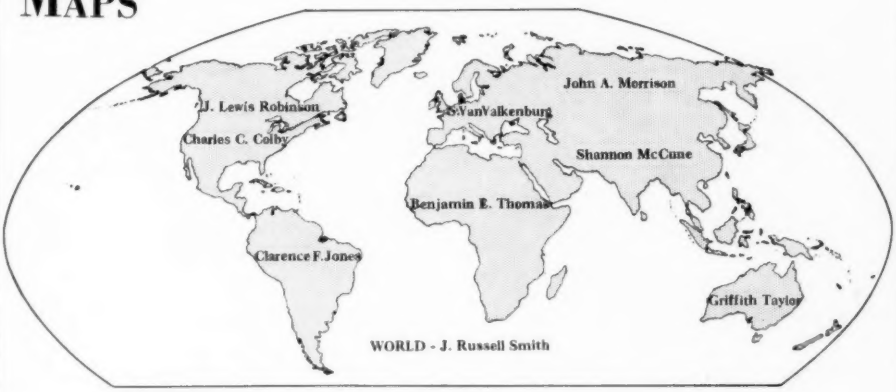

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